

Master of Arts in Art Education (MAAE) CERTIFICATION HANDBOOK

NEW HAMPSHIRE INSTITUTE *of* ART

Manchester Campus | Sharon Arts Campus

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The New Hampshire Institute of Art is NASAD and NEASC accredited.

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ART EDUCATION MISSION STATEMENT

The Art Education Program at the New Hampshire Institute of Art is dedicated to the professional and academic preparation of competent practitioners who are creative, open-minded, and resourceful, and who can facilitate the artistic growth of all their students.

VALUES / PHILOSOPHY

Heavily emphasized studio competencies underpin the pedagogical framework of the art educator curriculum. This, coupled with academic studies in art education and practical field experiences, promotes multifaceted and skilled educators who adopt a holistic view of education and their students. Early fieldwork objectives for candidates are sequentially designed to prepare them for student teaching in the culminating year. Coursework and fieldwork are designed to develop critical thinking, research, problem-solving and communication skills. These capacities are critical in teaching, studio practices, professional relationships, and advocacy for the sustenance of art programs in public education. Since fine art has a place in every human being, graduates of our program will be prepared to educate and advocate the pertinence of the arts to their students, parents, colleagues, administrators, and leaders at large.

INTRODUCTION

The New Hampshire Institute of Art is proud to offer a graduate level program that prepares future art educators. The Board of Trustees, administration, faculty, and staff remain committed to providing exceptional fine arts educational programs to the whole of the community. The ability to provide a graduate program that nurtures professional, responsible, creative, and committed artist educators is an extension of this commitment. The Master of Arts in Art Education program (with K-12 NH Certification) at the New Hampshire Institute of Art recognizes and nurtures the reality that art educators are the most powerful influence for art to have a place in everyone's life regardless of race, gender, or socioeconomic status.

NEASC (New England Association of Schools and Colleges) and NASAD (National Association of Schools of Art and Design), regional and national accreditation organizations, acknowledge not only that the art educator preparation program meets high standards but is distinctive from other art educator preparation programs with dual accreditation. The New Hampshire Institute of Art believes practicing artists make better art educators and places high priority on accepting applicants who are able to draw, provide evidence of expertise in at least one medium, and exhibit proficiencies and personal iconography using multiple media outside of their specialization, including digital media. Being an artist plays a critical role when developing and executing fine art curriculum, lesson plans, and establishing a creative, safe, constructive, and engaging classroom.

Upon completion of this Master's program candidates will earn K-12 art educator New Hampshire certification with reciprocity agreements across the country. Art Educators have faced many unique challenges in the classroom for decades, most notably facilitating the idea that there will always be more than one correct solution in art. As the nation moves toward Common Core Standards and requires educators to change many of their pedagogical practices to nurture critical thinking and authentic assessments, art educators stand self-assured as these "new" practices have been at the core of their training as artists and educators. Art specialists must orchestrate a multitude of learning opportunities derived from individual expression, interpretation, and creation while providing a place for individualism to exist within a larger whole – the classroom. All the while, they must correlate the understanding of art and its purposes in society of past and present while teaching methodologies to influence imaginative and skilled visual imagery that will impact the future. Such skills make teaching this subject an art in itself.

We consider it an honor to aid in the preparation of future art educators and look forward to sharing this journey with our candidates. And the journey does not end after completion of this program. We care about the professional journey of our candidates and strive to offer a “home” where our future art educators may question, lead, think critically, and create throughout their career.

Suzanne Canali
Art Education, Chairperson
Master of Arts in Art Education, Director
New Hampshire Institute of Art

Definition:
BFA Dual Degree Student Candidate

Students currently enrolled in the NHIA BFA (Bachelor of Fine Arts) program expressing an interest in, and have been accepted into a dual degree focus (BFA & MA in Art Ed). Students may earn NH State Certification during a fifth year.

Students enrolled in the program while earning their BFA are able to complete the Master of Arts with CERTIFICATION in as little as two additional semesters.

Special Note: Candidates currently enrolled in a “certification only track” (No LONGER AN OPTION) are considered “Post-Baccalaureate” program Students.

***Refer to the 2013 Art Education Professional Preparation Handbook at NHIA.edu**

Definition:
MAAE/ Certification Student Candidate

Students who have earned a BFA degree and have been accepted into the Master of Arts with Certification program.

BECOMING A CANDIDATE

Given that a student applying to, or accepted in any phase of becoming an art educator is contingent upon meeting certain requirements and benchmarks, participants (students) are called CANDIDATES throughout the program.

APPLICATIONS

There are three phases that require an Application.

1. Application as a DUAL DEGREE candidate in the BFA program;
or Application as an MAAE candidate in the MA program;
2. Application as a CULMINATING YEAR – student teacher/ MAAE candidate;
3. Application requesting NH State Certification.

<p>Application DUAL DEGREE Candidate INCLUDES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Application submitted through the NHIA website - remaining application materials through Taskstream® and managed by NHIA's Admissions office <input type="checkbox"/> 3 letters of recommendation speaking to the dispositions and skills necessary for teachers from NHIA Faculty <input type="checkbox"/> Initial Portfolio Set up (Ed. 612.01a) in Taskstream® <input type="checkbox"/> An Artist Statement / Statement of Purpose <input type="checkbox"/> Transcripts/ GPA 3.0 or higher <input type="checkbox"/> Passing PRAXIS Core scores <input type="checkbox"/> Passing Criminal Background Check documentation <input type="checkbox"/> Culminating Application <p>Completed before BFA graduation</p> <p><i>Culminating fieldwork applications are received prior to grade closing, therefore acceptance will be on a provisional basis until grades are verified.</i></p>	<p>Application MAAE Candidate INCLUDES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Portfolio-Taskstream® <input type="checkbox"/> Documentation of 110 hours of Early Fieldwork (evaluations, log sheets, contracts) uploaded in Taskstream® <input type="checkbox"/> PRAXIS II <input type="checkbox"/> Application Form <input type="checkbox"/> 3 Evaluations speaking to the dispositions and skills necessary for teachers <input type="checkbox"/> Transcripts showing GPA at least 3.0 <input type="checkbox"/> Culminating Application 	<p>Recommendation for NH State Certification INCLUDES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verification of 3.0 or higher GPA <input type="checkbox"/> Meeting all competencies on final evaluation <input type="checkbox"/> Receiving positive recommendation by cooperating teacher and supervisor <input type="checkbox"/> Online recommendation by the certification officer to the Department of Education <input type="checkbox"/> \$130 certification fee – paid online to the D.O.E.
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All applicants will be informed of acceptance decisions in writing. Applicants who are accepted will need to sign a responsibility clause stating that they accept to be accountable to all rules, regulations and processes of the Art Educator Preparation Program as stated in the Art Educator Preparation, Graduate, and if applicable, BFA handbooks. Applicants who are not accepted into the program have the right to appeal, following the New Hampshire Institute of Art's appeal process as stated in the BFA student handbook.

Admissions, Advisors, and the Art Education departments will work with each candidate to properly inform applicants of their individual responsibilities for admission, maintenance and completion of the program. It is very important that applicants with degree-seeking certification work with financial aid throughout the admissions process, as there are circumstances where federal aid is not available or applicable.

MAAE applicants may take up to four courses as a non-degree seeking student prior to submitting a completed application. Taking courses as a non-degree student does not guarantee acceptance into the program.

CRIMINAL BACKGROUND CHECK

Pursuant to RSA 189 below, all candidates must have a criminal background check upon enrollment into the Art Educator Preparation Program—and shall be in effect as long as the candidate remains enrolled in the program. Some districts will not accept criminal background checks if they are not completed through their SAU.

RSA 189:13-a and RSA 189:39-b, I 189:13-a School Employee and Volunteer Criminal History Records Check. -IX.

(a) Substitute teachers, student teachers, student interns, and other educational staff shall apply for a criminal history records check at the employing school administrative unit, school district, chartered public school, or public academy. The division of state police shall complete the criminal history records check and, upon completion, shall issue a letter to the applicant. The letter shall be valid for 30 days from the date of issue and shall constitute satisfactory proof of compliance with this section.

(b) Student teachers and student interns shall submit a criminal history records check upon enrollment in a teacher preparation program, but shall not be required to submit additional criminal history records checks if the student teacher or student intern maintains continuous enrollment in the teacher preparation program.

Applicants must complete the criminal records check for acceptance and all forms are kept confidential. The New Hampshire Institute of Art is responsible for ensuring all students complete a background check and for informing receiving school districts of the results. Should a district require more than what the NHIA has provided, candidates are asked to inform the Art Education Office where every effort will be made to minimize the need for more documentation and accompanying fees.

Placement may be denied by the SAU should candidates have any convictions on their record.

**AED 200 Students will complete an online training in class- pursuant to Diocesan regulations and in order to do fieldwork at Saint Benedict Academy. The faculty will provide instruction for completing this training.*

PRAXIS

All Candidates must take and earn passing scores on the Praxis CORE and Praxis II (content knowledge) tests as part of acceptance into beginning phases of the program. *See chart below.*

The State of New Hampshire mandates that educator candidates in every subject area pass all three sections of the Praxis Core (reading, writing, math) and the content-specific Praxis II (art content knowledge). These exams are designed and offered by ETS®.

<http://www.ets.org/praxis>

Important facts for Test Takers:

- Requests to send score reports *after* the test has been taken, have an additional cost to the test taker. Therefore, it is *important* to know where you want to have your scores sent *before* you take the test.

School and department codes will be provided to you, however note that the **NHIA code = 3668 and the NH Department of Education code = 7660.**

When you register to take the Praxis, use the following test codes:

5712 for the READING++	Passing Score =156
5732 for the MATH++	Passing Score =150
5722 for the WRITING++	Passing Score =162
OR ...	
5751 for the Combined++ READING, MATH, and WRITING, if you take all three on the same day.	
++ These are known as the PRAXIS CORE	
AND...	
5134 ART: CONTENT KNOWLEDGE^	Passing Score =158
^ This is known as PRAXIS II, or content, subject specific test.	

- When taking the Praxis Core and Praxis II it is important that scores be sent to the New Hampshire Institute of Art and the New Hampshire Department of Education since both institutions are involved in the certification process.
- If both tests are taken in New Hampshire, score reports will automatically be sent to the New Hampshire Department of Education, but not to NHIA. The test-taker must select NHIA as a recipient of score reports.
- If tests are taken outside of New Hampshire, the test taker must indicate that a report be sent to the New Hampshire Department of Education and NHIA. (*refer to codes above*)
- Dual Degree Candidates successfully complete the Praxis Core prior to the end of freshman year.
- MAAE applicants must pass the PRAXIS CORE as a part of admission.
- Candidates may take the Praxis Exam as many as six times per year.
- Test preparation resources are available at the Academic Support Center (ASC) and the Teti Library. Visit the Art Education Library Subject Guide on the Teti Library website for links to other test preparation resources. Go to <http://nhia.libguides.com/content.php?pid=357228&sid=2921601>
- Students with identified academic accommodations may have test times extended. Please visit www.ets.org/praxis to learn more.

- Students take the exam by scheduling an appointment at a computer-testing site:
Prometric Testing in Concord: 603-224-8630
Nashua: 603-546-1500
Testing sites around Manchester are at UNH Durham, Keene State, and Rivier College.
Registration deadlines and testing dates are available online at www.ets.org/praxis.
- Are there any options to NOT take the Praxis tests?
 1. The Praxis Core can be waived if the candidate provides an official copy of SAT scores taken on or after 2005 (must include the reading component) AND earned a minimum of 50% or higher on all three sections of the test. Official scores must be submitted with the MAAE Certification application AND must be sent to the New Hampshire Department of Education.
 2. The Praxis Core and Praxis II *can* sometimes be waived if the test-taker can complete and pass an approved test required for another State. A candidate may choose to do this if the candidate plans on obtaining certification from that State. The required test(s) must have similar components as the Praxis Core (reading, writing, and math), and the Praxis II: Art Content Knowledge.

Please note:

- a. Not all tests are reciprocal. Always check to make sure tests other than the Praxis will be accepted prior to spending money and taking tests required by other States.
- b. In order to find out if the educator preparation tests offered outside of New Hampshire are accepted, the applicant should contact the Art Education Certification Officer and provide a description of the exact test in question. The Certification Officer will send an official waiver request to the NH Department of Education.
- c. Remember all test scores must be sent to NHIA and the NH Department of Education.


TASKSTREAM®

All candidates are required to keep/maintain all evidence and artifacts in Taskstream®, a digital software system allowing candidates, art education faculty, and supervisors to develop a professional portfolio which aggregates and disaggregate how the candidate has met national, state, and New Hampshire Institute of Art standards. This is a useful tool once candidates are employed as most schools require a similar submission of evidence when they are up for recertification and/or a new contract.


The FINAL digital portfolio must include:

- Resume
- Evidence of meeting general education requirements for the State of New Hampshire including evidence from courses and Praxis Core scores.
- Evidence of Highly Qualified Teacher (HQT) with Praxis II scores
- Final philosophy of Art Education
- Studio competency portfolio
- Curriculum development – sample curricula written during MAE 604
- Elementary lesson plans and assessments with supporting photographs of student work, projects, artifacts and final products.
- Secondary lesson plans and assessments with supporting photographs of students and final products
- Two faculty recommendations serve as evidence of the candidate’s attitude, dispositions, academic skills, artistic skills, work habits, personality and communication skills. (To be added upon completion of fieldwork from Cooperating teacher.)
- Scanned copy of credential for beginning educator (to be added once candidate receives credentials)


FRESHMAN YEAR (DUAL DEGREE)

Course/ Competency	To Do For Art Ed Program	check & DATE as you complete	 Submissions/Tasks	check & DATE as you complete
Intent and application for Dual Degree Program No Art Ed. Courses taken in first year.	Ensure that your major code in SCAN is accurate. AE+ concentration area (photo, illustration, ceramics, etc...)	<input type="checkbox"/>		<input type="checkbox"/>
	Register for, TAKE Praxis Core Test in Reading, Writing, and Math. Before end of Freshmen Year. See handbook for more on PRAXIS. Be sure to send scores to 3668 - NHIA and to 7660 - NH DOE Build the breadth of your studio portfolio, beginning with drawing and your studio major – *It is highly recommended that you create a FLICKR account for loading images of your work. You can then connect your FLICKR URL to your Taskstream® submission using “embed media” function.	<input type="checkbox"/>	READ <ul style="list-style-type: none"> • The Art educator handbook (found under RESOURCES tab), • Studio Competency Portfolio Requirements-found in Culminating Year Application Section. Upload basic competencies in studio courses as you complete Foundation year classes.	<input type="checkbox"/>
	File all criminal background check paperwork. Read the Art Educator Preparation Handbook. Sign acceptance of admission and handbook and hand into the Art Ed Office.	<input type="checkbox"/>	Complete Dual Degree application in Taskstream® <ul style="list-style-type: none"> • Application • Praxis passing Score • Criminal Background Check • E-Portfolio- drawing and Intro to major • 3 Letters of Recommendation ** SUBMISSION by APRIL 1	<input type="checkbox"/>
	Attend regular Art Ed meetings.	<input type="checkbox"/>		<input type="checkbox"/>
MATXXX	Math for Educators – Semester 2	<input type="checkbox"/>		<input type="checkbox"/>
Any work not completed in Freshman year carries over to Sophomore year. All sections must be completed prior to culminating student teaching.				

SOPHOMORE YEAR (DUAL DEGREE)


Course/ Competency	To Do For Art Ed Program	check & DATE as you complete	 Submissions/Tasks	check & DATE as you complete
AED200 Foundations in Art Ed	Complete Application before start of Sophomore year. In-class Early Fieldwork: Teach at Saint Benedict Academy	<input type="checkbox"/>	Become familiar with ; the following documents in Taskstream*: <i>National CORE ARTS STANDARDS</i> (found in the BLUE RESOURCE TAB); <i>Saint Benedict Academy Statement of Purpose</i> (found by clicking on AED200) <i>Art educator handbook</i> (found under RESOURCES tab) <i>Studio Competency Portfolio Requirements</i> (found in Culminating Year Application Section) Complete all requirements in Taskstream* for this course including Early Fieldwork contracts, log sheets, and evaluations.	<input type="checkbox"/>
	It is highly recommended that you create a FLICKR account for loading images of your work. You can then connect your FLICKR URL to your Taskstream submission using "embed media" function.	<input type="checkbox"/>	Upload jpg of your studio work outside of your concentration — <i>printmaking, painting, ceramics,</i> <i>photo, &/or digital media</i> — demonstrate the studio competencies specified in Taskstream*.	<input type="checkbox"/>
MAE 608 Exceptional Learner		<input type="checkbox"/>	Complete all requirements in Taskstream* for this course. 10 hours of fieldwork — outside of class.	<input type="checkbox"/>
	Set up outside Fieldwork in a high school- before AED 409/MAE609	<input type="checkbox"/>	Obtain two Faculty evaluations on dispositions of an educator. Be sure they are scanned into TASKSTREAM.	<input type="checkbox"/>
	Attend regular Art Ed meetings.	<input type="checkbox"/>		<input type="checkbox"/>
Any work not completed in Freshman/Sophomore years carries over to Junior year. All sections must be completed prior to culminating student teaching.				

JUNIOR YEAR (DUAL DEGREE)

Course/ Competency	To Do For Art Ed Program	check & DATE as you complete	 Submissions/Tasks	check & DATE as you complete
AED409 Methods or MAE 609	TAP Outside Fieldwork Report	<input type="checkbox"/>	TAP 30 hours fieldwork – inside class – middle/high school Complete all requirements in Taskstream® for this course including 10 hours of fieldwork outside of class – set up by candidate: contracts, log sheets, and Cooperating Teacher evaluations.	<input type="checkbox"/>
MAE 607 Psychology of Educational Development and Learning		<input type="checkbox"/>	Taskstream®, LOCATE and Become familiar with the following documents: <ul style="list-style-type: none"> • <i>National CORE ARTS STANDARDS;</i> • <i>NH TCAP handbook;</i> • <i>RESPONSE TO INTERVENTION;</i> • <i>Art educator handbook</i> • <i>Studio Competency Portfolio Requirements</i> 	<input type="checkbox"/>
AED310 Psychology of Perception	This course completes science requirement (Dual Degree BFA students only)	<input type="checkbox"/>	Complete all requirements in Taskstream® for this course.	<input type="checkbox"/>
		<input type="checkbox"/>	Obtain two Faculty evaluations on dispositions of an educator. Be sure they are scanned into TASKSTREAM.	<input type="checkbox"/>
	Attend regular Art Ed meetings.	<input type="checkbox"/>		<input type="checkbox"/>


Any work not completed in Freshman/Sophomore/Junior years carries over to Senior year. All sections must be completed prior to culminating student teaching.

SENIOR YEAR (DUAL DEGREE)

Course/ Competency	To Do For Art Ed Program	check & DATE as you complete	 Submissions/Tasks	check & DATE as you complete
MAE 601 & 602 Creativity and the Brain / Contemporary Issues in Art Education	Complete course work online	<input type="checkbox"/>	Complete all requirements in Taskstream® for this course.	<input type="checkbox"/>
NO LATER THAN ONE semester before intended student teaching date	Culminating Year Application with two Faculty evaluations on dispositions. Check deadlines. Submit in Taskstream	<input type="checkbox"/>	<ul style="list-style-type: none"> • Upload portfolio of studio concentration work at the end of senior year. • Upload Artist Statement at end of Senior Year • Obtain two Faculty evaluations on dispositions of an educator. Be sure they are scanned into Taskstream® • Philosophy uploaded into Taskstream® • Annual faculty evaluations • Log sheets, signed contracts, Cooperating Teacher Evals for - 110 diversified hours for early fieldwork • Copies of methodology Fieldwork Reports • Culminating Student teaching application Praxis II by end of first semester.	<input type="checkbox"/>
	Culminating Placement School Consent form for Elementary Placement signed by principal and cooperating teacher	<input type="checkbox"/>	Taskstream®, LOCATE and either become familiar or review with the following documents: <ul style="list-style-type: none"> • <i>National CORE ARTS STANDARDS;</i> • <i>NH TCAP handbook;</i> • <i>RESPONSE TO INTERVENTION;</i> • <i>Art educator handbook</i> 	<input type="checkbox"/>
	Culminating Placement School Consent form for Secondary Placement signed by principal and cooperating teacher	<input type="checkbox"/>		<input type="checkbox"/>
MAE 604 Digital Methods		<input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Studio Competency Portfolio Requirements</i> 	<input type="checkbox"/>
MAE 603 Curriculum, Assessment	& Technology	<input type="checkbox"/>		<input type="checkbox"/>

All items must be completed before candidate is accepted into the culminating student teaching year.

CULMINATING YEAR STUDENT TEACHING

Course/ Competency	To Do For Art Ed Program	check & DATE as you complete	 Submissions/Tasks	check & DATE as you complete
		<input type="checkbox"/>	Taskstream®, LOCATE and either become familiar or review with the following documents: <ul style="list-style-type: none"> • <i>NH TCAP handbook;</i> • <i>RESPONSE TO INTERVENTION;</i> • <i>Art educator handbook</i> • <i>Studio Competency Portfolio Requirements</i> 	<input type="checkbox"/>
Culminating Fieldwork Placements AED506	Seminar Reflections TCAP and application of TCAP	<input type="checkbox"/>	Complete all requirements in Taskstream® for this course including contracts, and Cooperating Teacher and Supervisor evaluations.	<input type="checkbox"/>
MAE 701 MAE 702	Refer to handbook TCAP Application of TCAP Seminar	<input type="checkbox"/>		<input type="checkbox"/>

All items must be completed before candidate is recommended for NH Certification.

MAINTAINING CANDIDACY IN THE ART EDUCATOR PREPARATION PROGRAM

In order to show that students are meeting NHIA Educator Preparation Program, State and National Objectives / Benchmarks students must show evidence of studio competencies submitted into Taskstream® by an electronic portfolio.

Parents send their children to public school under the auspices of in *loco parentis*, a legal doctrine stating the responsibilities of individuals who work with or care for children. Teachers are *legally* responsible for students in the absence of their parents. Teachers must be responsible for educating and protecting the physical and emotional well-being of our nation's youth. The New Hampshire Institute of Art accepts this responsibility to ensure that only the candidates who have demonstrated the various qualities expected of a practicing educator are recommended for certification to the State Department of Education.

The mission and goals of the Art Educator Preparation Program at the New Hampshire Institute of Art are designed to hold its candidates to the *highest* academic, social, and ethical *standards*. Necessary attributes and dispositions include and are not limited to:

- being responsible, reliable, exhibiting good judgment;
- advocating for children;
- demonstrating a philosophy that all children have potential and can be successful;
- eagerness to learn;
- respecting everyone including oneself;
- actively participating in the learning community;
- effectively communicating (speaking, listening and responding) in a professional manner;
- being flexible and responsible;
- remaining organized.

These attributes and dispositions are continuously being evaluated throughout the program. It is possible that candidates not possessing these attributes would be removed from the program, and /or not accepted into Culminating student teaching year.

Tips on Professional Communications:

Always spell check and proofread your emails; introduce yourself and thank the teacher for accepting your placement; be courteous and polite; ask your cooperating teacher if there are any specific dress codes or regulations prior to your first day; always dress professionally even if there is no official dress code.

FIELDWORK

OVERVIEW

Fieldwork assignments and placements are an integral part of art education courses. Fieldwork allows candidates the opportunity to experience the teaching profession to determine and/or confirm their decision to be an art educator. It is structured in a way that allows real world opportunities where candidates may put theory into practice. Candidates will complete **110** hours of fieldwork in art education: in urban, rural, and suburban schools at **BOTH** the elementary and secondary levels. Some of these hours may be done in the NHIA Youth Art Teaching Lab.

For Dual Degree students who earned a BFA at the NHIA

Fieldwork is *required* and completed as follows:

Elementary:

30 in-class hoursduring the Foundations Course taken sophomore year performed at St. Benedict Academy in an urban setting.

10 out-of-class hoursset up by the candidate in an urban or suburban setting

Middle / High School:

30 in-class hours.....during YOUTH ART TEACHING LAB taking place in the Methodology Course in an urban setting.

High School:

15 out-of-class hoursset up by the candidate in an urban or suburban setting to be completed prior to Junior year

Middle/High School (Special Education):

15 hours.....during Exceptional Learner Course.

10 hours in-class Virtual, clinical analysis *during* Psychology of Educational Learning and Development

For MAAE students who earned a BFA elsewhere:

Elementary:

35 out-of-class hoursobtained EITHER by contributing them to St. Benedict Academy or by candidate setting up placement. Candidate is required to find a cooperating teacher who has taught at least 5 years in a public school.

Middle / High School:

30 in-class hours.....during YOUTH ART TEACHING LAB taking place in the Methodology Course in an urban setting.

10 out-of-class hoursYOUTH ART TEACHING LAB taking with Youth Art Lab Supervisor

High School:

15 out-of-class hoursset up by the candidate in an urban or suburban setting

Middle/High School (Special Education):

10 hoursduring Exceptional Learner Course

10 hours in-class Virtual, clinical analysis *during* Psychology of Educational Learning and Development

All fieldwork requires paperwork. All required fieldwork forms may be found in the “RESOURCE” tab in Taskstream®. All paperwork (log sheets, placement contracts, cooperating teacher assessments, etc...) from fieldwork **must** be submitted via Taskstream®. Hard copies **cannot** be accepted.

Candidate Expectations and Responsibilities

- Candidate will contact the cooperating teacher by phone, email, or both, to schedule a meeting prior to the first day of fieldwork. It is important to remember that this contact will provide your first impression to a school, and you should treat it as seriously as you would a job interview.
- Candidate must look professional.
- Candidate will always arrive early.

- Candidate will practice a professional code of ethics as a professional educator.
- Once candidates receive placements the Candidate will contact the cooperating school and respective Superintendent Administrative Unit (SAU) office for any additional authorizations needed. *Contact the Art Education Certification Officer if a school requires any additional background check for acceptance in the school.
- Candidate will communicate immediately with NHIA supervisor, Art Ed Chairperson or both, about any concerns regarding placement.
- Candidate will attend student teacher orientation.

Possible questions to include in the interview are:

- Have you ever mentored a student teacher before? If so, how many?
- What worked well during those placements?
- What was challenging? How could these challenges have been prevented?
- What do you anticipate being the most rewarding and the most challenging aspects of having a student teacher? (If the cooperating teacher has never mentored a student teacher)
- How would you describe your learning style and teaching style?
- What expectations do you have of your student teachers?
- Even though the Institute will provide assessment rubrics, how do you provide more formative assessments of your student teachers?
- What is your studio specialization?
- Will we ever have the opportunity to work as a team?
- Is your school working on any particular goals and/or pedagogy I should be aware of?

These questions and others will help candidates decide upon preference of schools. Candidates should not shy away from cooperating teachers that possess a different personality or methods from their own. Candidates should primarily look for similar philosophies, rather than methodologies, as they may learn more in such a placement

The NHIA Faculty/Supervisor Expectations and Responsibilities

- Faculty will advise and approve candidate placements.
- Faculty will verify that all placement forms have been filed before issuing grades.
- Faculty will provide detailed instructions regarding fieldwork placements-to the cooperating teacher, school administrators and students.
- Faculty will communicate with cooperating teachers about fieldwork expectations including a written copy of fieldwork expectations and of the assessment rubric used to evaluate the student-FOUND IN Taskstream®
- Faculty will also provide the cooperating teacher with any field-based objectives particular to the candidate. The faculty member will also inform the candidate that such information will be shared.
- Faculty will provide an orientation for Cooperating Teachers and Student Teachers

Cooperating Teacher Expectations and Responsibilities

- The Cooperating teacher will complete evaluations of candidates. These evaluations are used to determine grades, making decisions regarding candidacy, and/or evaluating applications for the culminating year.
- Cooperating teachers will receive information clearly describing the responsibilities of the candidate, Faculty, and themselves.
- Cooperating teachers provide necessary information to ensure a smooth start for the candidate. This includes rules and regulations for visitors, dress code, course descriptions, arrival and departure times, and the bell schedule.
- Cooperating teachers have at least 5 years teaching experience and are recommended by the school principal.
- Cooperating teachers are given as much information about the candidate necessary for a positive start and overall experience.

CULMINATING – STUDENT TEACHING YEAR

OVERVIEW

Every student teacher is assigned an Art Education (AE) Supervisor who is a member of the Art Education faculty at The New Hampshire Institute of Art. All AE Supervisors have extensive teaching backgrounds (at least ten years) and visit student teachers in the field for the purpose of observation, support, instruction, and evaluation.

Given that the Art Educator certification encompasses grades K-12 in the State of New Hampshire. This certification requires versatility; varying educator expectations, broad knowledge of skill development, age appropriate classroom management, and lesson facilitation techniques. The New Hampshire Institute of Art candidates **must** have quality student teaching experiences in **both** elementary and secondary educational settings.

Candidates are expected to participate in two placements; one in elementary and one in secondary, over the course of two semesters. Each placement is a minimum of 15 weeks. A total of 12 credits are completed over two semesters.

In addition to on-going self-reflection, candidates receive supervisor and cooperating teacher assessments (formative and summative). Assessment criteria seek evidence of competencies from:

- NHIA ART EDUCATION PROGRAM GOALS AND OBJECTIVES
- NH- Ed 610 General and Professional Education (2013)
- NH- Ed 612.01 Visual Arts Program Standards (2013)
- USA- InTASC Model Core Teaching Standards (2014)

ACCEPTING, ASSESSING AND GRADING THE STUDENT TEACHER:

Student teachers are given much responsibility and are trusted with facilitating our children's education. Every member of the team plays a key role in assessing the progress of each placement. The supervisor will calculate the grade using the specified grading percentages specified in the course syllabus. Grade requirements include formal evaluations by the cooperating teacher, supervisor, and the candidate's self-evaluation, the candidate's participation in and completion of seminars, and the candidate's electronic portfolio. All members of the team complete the same assessment evaluations (copy provided in the forms section-and in Taskstream®).

There are **five** rounds of assessment at each placement. The Cooperating teacher and supervisor complete the same evaluation during each round. The Certification Officer reconciles each evaluation to ensure inter-rater reliability. The first 4 evaluations are formative in nature. The last evaluation is summative. The team will meet after every assessment during rounds 1 – 4 and determine pedagogical objectives for the student teacher. Upon completion of the final assessment round, the student teacher will meet directly with his or her supervisor and cooperating teacher to discuss evaluations and final grade. If a student teacher fails all or part of either placement, he or she will not be recommended for certification. The student teacher may apply to retake the course.

Candidate Expectations and Responsibilities

- Candidates must be accepted into the culminating year. The application must be completed NO LATER THAN one semester prior to the intended start of placement.
- Candidates must have a CGPA of 3.0 or higher.
- Candidates must score “proficient” or higher, in all areas of assessments done by cooperating teachers and NHIA faculty during the methodologies course.
- Praxis II exams must be taken and earned a passing score prior to acceptance.

- Candidates must demonstrate an understanding of and aptitude for building productive relationships with students, colleagues, administrators, and parents in order to assume leadership roles within the classroom, and eventually within the school community and within the profession.
- Candidates demonstrate professional and ethical pedagogy, relationships, and decision-making.

Once accepted into culminating year:

- Candidates must provide lesson plans and assessments to the Cooperating teacher
- Candidate will immediately report any concerns about his or her placement to the supervisor, Art Education Chairperson, or both.
- Candidates must show evidence of contributing to learning communities.
- Candidates must consistently demonstrate responsible and professional work habits.
- Candidates must have all paperwork filed in Taskstream® (see To-Do chart)
- Applicants must research prospects for student teaching. Even though the Art Education personnel assume responsibility to ensure the NHIA has contracted with exceptional cooperating teachers, responsibility is placed on the applicants to identify a positive mentorship. Applicants should make appointments with potential elementary and secondary cooperating teachers to observe their classes. If the candidate becomes interested in working with a particular teacher, the candidate should conduct an informal interview prior to submission of his/her application.
- Student teachers are considered faculty members at their cooperating schools and share instructional responsibilities with the faculty of the cooperating school.
- Candidates having more than three days absent may be asked to extend their placement or may be administratively withdrawn from the course. If a candidate is ever absent, he/she will be asked to provide the same substitute plans expected of a professional educator.
- Candidates will communicate immediately with his or her supervisor, Art Ed Chairperson or both, about any concerns regarding placement.
- Candidates must submit – via Taskstream® – lesson plans and assessments to the cooperating teacher and supervisor at least **one week prior** to onsite formative and summative assessments/evaluations.
- Candidates must obtain cooperating teacher signatures when completing the culminating fieldwork placement form. Candidates may request to be placed in a certain school and with a particular cooperating teacher. However, candidates must disclose how much time he or she has spent with the proposed cooperating teacher on the placement form to ensure that the candidate has observed the classroom and that the cooperating teacher agrees to the placement. ***The Culminating Fieldwork Placement form is due at the same time as your culminating year application.***

- **Time Alone in the Classroom:** Student teachers, on average, gradually take over the course load of their cooperating teacher. Some student teachers will assume the role of classroom teachers faster than others. The New Hampshire Institute of Art suggests that student teachers play a role in class facilitation on the first day. It is important that students see the student teacher taking responsibility on the very first day of class. This may be as simple as taking attendance and passing out and/or collecting materials. Student teachers will most likely take over their first class after three to four weeks assisting in the class. It is important that the cooperating teacher allow the student teacher to work independently while providing mentorship.
- **All student teachers must have at least one week of solo teaching at each placement.** In planning for this week, it is important that the intern work closely with his/her cooperating teacher to ensure that any departures from the standard curriculum or the basic classroom procedures have been carefully thought through and meet with the cooperating teacher's approval. It is also important to involve the supervisor in the planning and scheduling of the two weeks in order to arrange a formal assessment while solo teaching. It is essential for student teachers to develop detailed plans in advance for the cooperating teacher to review and discuss. If the student teacher is consistently unable to prepare adequately and teach a lesson successfully by the end of the first half of the semester, this is cause for concern and should be discussed as a team.

NHIA Faculty Expectations and Responsibilities

- During the first two weeks of each placement, the Art Education supervisor will work with the cooperating teacher and the student teacher to design a student teacher plan. The plan articulates the goals and proposed timeline for every student teacher; including deadlines for the TCAP, solo week. Supervisor will assist in facilitating TCAP expectations, proper submission, and formal evaluations.
- Art Education Supervisors will ensure that cooperating teachers will be orientated to the expectations of the program, discuss the general schedule for student teachers and will receive a copy of the Art Educator Handbook, a copy of respective cooperating teacher agreements, and assessment rubrics at the orientation.
- Art Education Supervisors will organize and present cooperating teacher orientation.
- Arrange five, three-way assessment/evaluation conferences throughout each semester for the intern, cooperating teacher, and supervisor to discuss the student teacher's progress and to map out plans for future work.
- Visit a candidate's cooperating school assignments a minimum of five times per semester to observe, conference, or work with the student teacher for other purposes related to his or her practicum.
- Meet and work with the team to establish specific objectives for the candidate after every evaluation.
- Work in collaborative relationships with cooperating teachers and student teachers.
- Provide pedagogy seminars for student teachers throughout the semester.
- Act as a liaison between the student teacher and cooperating teacher when appropriate.
- Report program suggestions and/or issues to the Art Education Chairperson as a formative assessment tool.
- Use data from candidate outcomes to assist the Art Education Chairperson in continual improvement of the program.

Cooperating Teacher Expectations and Responsibilities

- Student teachers work under the direct supervision of one or more cooperating teachers: teachers who have demonstrated outstanding ability; a willingness to instruct and mentor beginning teachers, and who provide exemplary models of teaching. The cooperating teacher assumes major responsibility for the supervision and evaluation of the student teacher and is freed from a certain number of his/her normal teaching duties to carry out these tasks. (This is usually accomplished by assigning some of the cooperating teacher's responsibilities to the student teacher.) Student teachers follow the calendar of the cooperating school.
- The cooperating teacher will attend the Cooperating Teacher Orientation held at the New Hampshire Institute of Art;
- Create a workspace for the intern so that s/he is an integral part of the classroom;
- Provide a space for the student teacher to exhibit his or her art work in the school;
- Introduce the intern to the school principal, other teachers, specialists, custodians, the librarian, and the school nurse;
- Tour the school with the student teacher to point out such necessities as the teachers' room, the lavatories (adult and student), the library, the parking lot for teachers;
- Show the student teacher the basic classroom set-up, including where supplies are kept;
- Show the student teacher basic record-keeping procedures and how to operate equipment such as movie projectors and mimeograph machines;
- Discuss classroom atmosphere, discipline, individual students, each class as a group, general philosophy of education, goals for the year, first day procedures, first day responsibilities of the intern, plans for observing and evaluating;
- Discuss generally his/her philosophy of education and specific expectations such as classroom procedures, clean up, etc. for the placement;
- Arrange firm times for regular meetings with the intern;
- Decide how to introduce the student teacher to parents and students and including him/her in teacher parent conferences;
- Acquaint the student teacher with local community norms and characteristics,
- Provide the student teacher with copies of the student handbook, faculty handbook;
- Provide five formal assessments using the provided rubric at in Taskstream®.
- Cooperating teachers must orient the student teacher with school/district policies for substituting in their school.

- **Time Alone in the Classroom:** At the beginning of placement it is expected that cooperating teachers will work with student teachers in an open and cooperative manner. The New Hampshire Institute of Art suggests that student teachers play a role in class facilitation on the first day. It is important that students see the student teacher taking responsibility on the first day of class. It is important that the cooperating teacher allow the student teacher to work independently while providing mentorship. Usually the earlier the student teacher is given responsibility for the classroom, the sooner he/she is able to adjust to his/her new role. The cooperating teacher should remain in the classroom while the student teacher is teaching. It is important for K-12 students to be directed to the student-teacher to answer questions and give assistance. It may seem easier to split up the room and help students, but this is not allowing the student teacher to develop ways of multi-task management. However, it is the cooperating teacher's responsibility to ensure that mistakes made by the student teacher are addressed and rectified. Mistakes are key learning opportunities for candidate student teachers; especially when it pertains to classroom management and delivery of curriculum.
- The cooperating teacher works closely with the student teacher toward the goal of solo time to ensure that classroom curriculum and procedures continue to be met. If the student teacher is consistently unable to prepare adequately and teach a lesson successfully by the end of the first half of the semester, this is cause for concern - the cooperating teacher will communicate this to the supervisor.
- Cooperating teachers are asked to report any problems regarding the candidate, the program, or both to the supervisor or the Art Educator Chairperson immediately. Contact information is recorded on the paperwork included with your contract.

OTHER MAAE TEACHER PREPARATION PROGRAM POLICIES

The Art Educator Preparation Program holds priority in placing candidates with educators who share similar philosophies about art education and exhibit excellent communication skills, not necessarily with educators who have similar personalities. Candidates and cooperating teachers with differing styles and personalities can potentially have a mutually rich experience as long as both parties clearly communicate with one another.

CHANGE OF PLACEMENT:

In rare cases a student teacher may need to change placements at mid-semester. These changes can occur with the approval of the cooperating teacher, principal, and Art Education supervisor. A strong educational rationale must be provided in support of a request for a change in placement. ***Despite the best efforts of selecting and contracting schools and teachers, there are times when a placement is not working as well as it should.*** Sometimes the teaching style or philosophy of the intern is incompatible with that of the cooperating teacher or supervisor. If it is discovered that the student teacher's skills are not established as necessary, or if an event in the student teacher's personal life becomes unmanageable, the student teacher may be removed from the course. It is extremely important that the supervisor be informed as early as possible. The longer a potential problem is ignored, the harder it is to rectify. Everyone has a greater chance of creating positive solutions the earlier issues are addressed. In rare circumstances, when the situation becomes irreconcilable and the quality of education provided to the students at the cooperating school and/or student teacher are in jeopardy, the student teacher will be removed from the placement. Every effort will be made to promptly relocate the student teacher into a new placement if the circumstance is appropriate.

PAID AND UNPAID STUDENT TEACHING:

All student teachers are New Hampshire Institute of Art students. Student teachers pay tuition for Culminating fieldwork. Student teachers are unpaid positions. However, if a student teacher is asked to cover a class in the cooperating teacher's absence, the student teacher may be paid as a substitute teacher. A student teacher may not substitute for classes other than those of the cooperating teacher. The cooperating teacher's solo week is not paid unless the school chooses to hire the student teacher as a substitute teacher because the cooperating teacher is out of the building.

THE NEW HAMPSHIRE INSTITUTE OF ART'S SELECTION OF COOPERATING TEACHERS:

Candidates are provided with a list of contracted schools when completing the culminating fieldwork placement form. If a candidate would like to work with a school that is not contracted with the Institute, the candidate must inform the Art Education Chairperson at the beginning of the semester prior to beginning his/her student teaching. This allows the Art Education Chairperson time to visit the school(s), meet with prospective cooperating teachers and their administrators to ensure that the student teacher's experience will meet the Institute's mission and goals. The Art Education Certification Officer, prior to assigning students teachers, visits all contracted schools. The Art Education Certification Officer looks for the following evidence when visiting potential contracted schools:

- A philosophy of art education as a core subject area.
- A philosophy of close collaboration between the Institute and cooperating schools and faculty.
- A philosophy of art educator preparation as an apprenticeship process in which certified educators in all subject areas play a major role.
- A willingness to provide the student teacher with a supportive environment and objective professional guidance.
- A firm belief that everyone has the capacity to learn in the arts and embraces differentiation pedagogy.
- A deep respect for art education and art educators as professionals.

THE COOPERATING TEACHER

The cooperating teacher assumes the primary role in assisting the candidate to become a competent and creative professional. Placements cannot be accommodated if applications are late or do not include appropriate signatures.

Art educators interested in serving as a cooperating teacher should inform their principal and fill out an Institute Cooperating Teacher Application. If an art educator from a non-contracted school is interested in working with the Institute's Art Education Preparation Program, please contact the Art Education Chairperson. Cooperating teachers must have at least five years teaching experience in order to be accepted as a cooperating teacher for the Institute's Preparation Program. Recurring cooperating teachers are observed every three years.

Benefits for Cooperating Teachers in Culminating student teaching Placements:

The Institute of Art supports professional development for K - 12 art educators and hopes to provide opportunities for educators to feed their own creativity. All cooperating teachers are compensated. Stipend amounts are commensurate with the amount of hours required for the fieldwork assignment.

Each cooperating teacher will receive an award letter from the New Hampshire Institute of Art upon completion of the candidate's placement. Compensation is awarded after all responsibilities have been met -those in the placement contract and the COOPERATING TEACHER RESPONSIBILITIES outlined in this handbook.

The Institute allows student teachers to be hired as substitutes during their placement for their cooperating teachers only. Cooperating teachers must orient the student teacher with school/district policies for substituting in their school.

If any member of the team (student teacher, supervisor or cooperating teacher) needs to make an amendment to the observation plan, the other two members of the team must be informed in writing; email correspondence is accepted.

CHANGE OF PLACEMENT AND REPETITION OF COURSEWORK

If it is discovered that the student teacher's skills are not established as necessary, or if an event in the student teacher's or the cooperating teacher's personal life unveils itself and becomes unmanageable, the student teacher may be removed from the course or receive a new placement. It is extremely important that the supervisor be informed as early as possible.

If there is reason to believe that a placement is detrimental to the student teacher, the cooperating teacher and/or the students at the school, a meeting will take place between the team and the Art Education Certification officer to determine whether a new placement is appropriate.

It is possible for a candidate to pass the course but not meet all competency expectations for recommendation of certification. In this situation, the Art Education Certification officer will meet with the student teacher to determine eligibility for repeating the course. Eligibility is dependent upon the candidate's ability to realistically meet competencies if awarded a second opportunity to take the course.

CERTIFICATION K-12 STATE OF NEW HAMPSHIRE APPLICATION

Once a candidate has completed and met all benchmarks for student teaching, the Certification officer will recommend the candidate to the New Hampshire Department of Education. Once the recommendation is complete, the candidate will create an account on the NH D.O.E. website. Instructions will be provided by the NHIA Certification officer. The completed online application and \$130 fee are payable by credit card to the D.O.E.. The candidate's records will be audited, ensuring that all fieldwork contracts and assessments have been properly recorded in the candidate's file prior to recommendation. Once the Art Education staff has verified this criterion, the application is reviewed by the Registrar's office where grades and Praxis scores are verified. The Bureau of Credentialing at the NH State Department of Education in Concord, NH processes applications. Once the candidate receives their official certification, it is recommended that it be kept in a safe place with copies made. Educators are asked to keep a copy of their most current certification on file at the school or at the Superintendent Administrative Unit office where they are employed. Newly certified educators must earn 75 hours of professional development every 3 years for re-certification.

Information on recertification may be found at: education.nh.gov/certification

The Art Education Department will actively maintain open communication with candidates, faculty, advisors, cooperating teachers, and appropriate administrative offices at the Institute to ensure that the New Hampshire Bureau of Credentialing only receives skilled and responsible artist educators who are also positive role models for children in K - 12 schools.

MAAE GOALS, OBJECTIVES, STANDARDS

GOAL 1: PROFESSIONALISM

Certified educators are professionals in their school and extended communities.

a. Professional Proficiency: Practitioners are responsible and reliable practitioners.

Addressed &/or Assessed:

- > Responsibility is assessed in AED200, MAE308, MAE409 early fieldwork
- > Responsibility is assessed through annual faculty evaluations

b. Professional Proficiency: Practitioners use appropriate language and symbols

Addressed &/or Assessed:

- > All English classes
- > Math class
- > Passing of Praxis Core and Praxis II exams
- > AED200(Dual Degree), MAE608, MAE609, MAE601, and culminating fieldwork
- > MAAE Application Recommendations

c. Professional Proficiency: Practitioners value, understand, and abide by policies and procedures of the schools where they learn and work.

Addressed &/or Assessed:

- > Abiding by the Institute's Student Code of Conduct as stated in its student handbook
- > Understanding and practice of professional expectations as stated in the Art Educator Preparation Handbook
- > Attitude and professionalism are assessed in AED200, MAE609, MAE701, MAE702 — early and culminating fieldwork evaluations

d. Professional Proficiency: Practitioners are reflective and assume responsibility for their own professional development.

Addressed &/or Assessed:

- > Graduates attend NH Art Educators' fall conference during their fifth year
- > MAE701 & MAE702 Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and supervisor
- > MAE308 fieldwork
- > Interviews and evaluation of the candidate at cooperating schools
- > Attendance and participation in professional development opportunities sponsored by the cooperating school
- > Disposition and professionalism are assessed in AED200 (Dual Degree), MAE608, MAE609, MAE 701 & MAE702 - early and culminating fieldwork evaluations

GOAL 2: PEDAGOGY

Graduates are prepared to facilitate, manage and monitor student learning.

a. Pedagogy Proficiency: Practitioners understand how humans develop and learn.

Addressed &/or Assessed:

Course and early Fieldwork: MAE607, MAE608 Exceptionalities in Learning, MAE609.

b. Pedagogy Proficiency: Graduates are able to make connections between studio and liberal arts in order to reinforce the relevance of art in students' lives.

Addressed &/or Assessed:

- > MAE609 Elementary and Secondary Methodologies for the Inclusive Classroom, MAE701 & MAE702
- > Research, MAE607

c. Pedagogy Proficiency: Practitioners abide by legal and professional responsibilities in computing, tracking and communicating student progress using a variety of assessment and technology methodologies.

Addressed &/or Assessed

- > MAE608, Exceptional Learner
- > Students design and use their own assessments for their lesson plans in MAE609.
- > Students use a wider lens to design curriculum in MAE603 including course competencies and relative assessments.
- > MAE609, and culminating fieldwork MAE701 & MAE702 introduce students to grading software and other digital assessment methodologies.

d. Pedagogy Proficiency: Practitioners engage students in learning and use differentiation to meet the needs of diverse learners.

Addressed &/or Assessed:

- > MAE 608 The Exceptional Learner, MAE609 TAP, MAE701, MAE702 TCAP

e. Pedagogy Proficiency: Graduates design standards-based lessons that encourage the development of creative, aesthetic, technical and critical skills in their students.

Addressed &/or Assessed:

- > Understanding by Design model MAE 609, MAE603, MAE701, MAE702- EARLY FIELDWORK
- > Early Fieldwork evaluations
- > Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and supervisor

f. Pedagogy Proficiency: Practitioners provide a safe classroom culture where ideas and creations may be shared.

Addressed &/or Assessed:

- > Institute culture encourages this proficiency through its Mission Statement and is common practice in all academic and studio courses
- > Evaluations from Early Fieldwork
- > Culminating Fieldwork Evaluations by the practitioner, cooperating teacher, and the supervisor.

GOAL 3: COLLABORATION

Graduates seek support and feedback from their peers as they grow in the profession.

a. Proficiency: Practitioners engage in and facilitate the art of evaluation (critique) and self-evaluation by involving their colleagues and peers in their own process.

Addressed &/or Assessed:

- > Every studio course requires the development of this skill (Dual Degree)
- > Participation in annual reviews (Dual Degree)
- > MAAE - Application Materials
- > Reflection journals for all fieldwork
- > Artist statement
- > Collaboration is assessed in early and culminating fieldwork evaluations
- > Collaboration is assessed through annual faculty evaluations

b. Proficiency: Practitioners embrace opportunities to be a part of a school community and collaborative relationships.

Addressed &/or Assessed:

- > Students meet once every other week during their culminating fieldwork.
- > Students and the Art Education faculty work together as professional colleagues offering a reflective and evaluative environment
- > Engage in communicating with colleagues and families during culminating fieldwork MAE701 & MAE702

GOAL 4: CONTENT KNOWLEDGE

Graduates will be knowledgeable and skilled in all of the studio subjects they teach and will know how to facilitate said knowledge and skills to their students.

a. Content Proficiency: Graduates use research to demonstrate mastery of concept and skill in their work.

Addressed &/or Assessed:

- > Understanding Creativity AED410 (Dual Degree)
- > PRAXIS II
- > Early and culminating fieldwork evaluations
- > MAE603
- > Candidate's Professional Portfolio
- > MAAE and Dual Degree - Studio Portfolio Submission; artist statement, GPA 3.0 or higher

b. Content Proficiency: Students are competent in creating art through drawing, painting, printmaking, sculpture, ceramics and photographic (including digital) media.

Addressed &/or Assessed

- > Minimum 3.0 or higher CGPA.
- > FND101 & FND102 Intro to Drawing I & II
- > (Dual Degree) Annual student portfolio reviewed by professional evaluators.
- > Early and culminating fieldwork evaluations made by the cooperating teacher and art education faculty.
- > Practitioner's Professional Portfolio.
- > Ed 612.01(a) Competencies are evaluated in studio portfolio transcript evaluation

- c. Content Proficiency: Students develop knowledge of artistic literacy and recognize how their depth of artistic knowledge is created, organized and linked to other disciplines.**

Addressed &/or Assessed:

- > Successful completion of Liberal Arts:
 - Writing ENG101 & ENG 102 6 credits
- > Praxis II
- > MAE 609
- > MAE 701 & MAE 702

- d. Content Proficiency: Practitioners are able to facilitate art lessons that are developmentally and cognitively challenging using multiple approaches to meet different skill sets.**

Addressed &/or Assessed:

- > Early Fieldwork
- > Culminating Student Teaching MAE701 & MAE702

NH TEACHER CERTIFICATION STANDARDS AS SPECIFIED IN:

NH-ED 610 GENERAL AND PROFESSIONAL EDUCATION (2013)

PART: PART ED 610 PROFESSIONAL EDUCATION

Section: Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following:

Area: (a) In the area of the learner and learning:

- (1a) Learner development, as demonstrated by an understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
- (1b) Learner development, as demonstrated by the ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
- (2a) Learning differences, as demonstrated by an understanding of individual differences and diverse cultures and communities;
- (2b) Learning differences, as demonstrated by ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
- (2c) Learning differences, as demonstrated by the ability to employ universal design principles and assistive technology; and
- (3a) Learning environment, as demonstrated by working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
- (3b) Learning environment, as demonstrated by use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

Area: (b) In the area of content:

- (1a) Content knowledge, as demonstrated by an understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
- (1b) Content knowledge, as demonstrated by an ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and
- (2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

Area: (c) In the area of learning facilitation practice:

- (1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to: a. Engage learners in their own growth; b. Document learner progress; c. Provide learner feedback; and d. Inform the educator's ongoing planning and instructional practices;
- (2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and
- (3a) Learning facilitation strategies, as demonstrated by an understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
- (3b) Learning facilitation strategies, as demonstrated by an ability to build skills in accessing, applying, and communicating information; and

Area: (d) In the area of professional responsibility:

- (1a) Reflection and continuous growth, as demonstrated by being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and
- (1b) Reflection and continuous growth, as demonstrated by ability to adapt practice to meet the needs of each learner; and
- (2a) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

NH-ED 612.01 VISUAL ARTS PROGRAM STANDARDS (2013)

The teacher preparation program for visual arts in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in following areas:

Standard: (a) In the area of art-making:

- (1) Ability to demonstrate a variety of techniques and processes in each of the following art forms:
 - a. Two-dimensional;
 - b. Three-dimensional;
 - c. Electronic media; and
 - d. Crafts;
- (2) Ability to develop a personal iconography using different media, styles, and forms of expression, as evidenced by a personal portfolio of artwork that displays a range of media, techniques, artistic processes, ideas, and genres;
- (3) Demonstration of advanced proficiency in at least one visual medium, as evidenced by a personal portfolio of exemplary work;
- (4) Ability to identify, describe, and apply the elements of visual art, including color, shape, form, space, line, value, and texture, in the creation and analysis of art;
- (5) Ability to identify, describe, and apply the principles of design, including balance, unity and rhythm, in the creation and analysis of art;
- (6) Ability to select and apply a range of subject matter, symbols, and ideas to art making; and
- (7) Ability to display and exhibit artwork;

Standard: (b) In the area of history and culture:

- (1) Knowledge of the relationships among art-making, culture, and history;
- (2) Ability to research, analyze, and communicate diverse cultural and historical contexts surrounding works of art, including, but not limited to artworks from:
 - a. Popular culture,
 - b. Folk culture;
 - c. Indigenous culture; and
 - d. Other cultural groups; and
- (3) Ability to recognize and understand, by research, conjecture, and observation, the content and purpose of:
 - a. Self-expression, or art-making to oneself; and
 - b. Art-making to others;

Standard: (c) In the area of responding to art:

- (1) Ability to make meaningful interpretations and judgments about the candidate's own artworks and the works of other artists, using a variety of aesthetic lenses;
- (2) Recognition that informed discussion of art is an essential component of visual art education;
- (3) Ability to analyze, interpret, and critically evaluate art; and
- (4) Ability to articulate a personal philosophy toward creating art;

Standard: (d) In the area of making connections involving art:

- (1) Ability to understand that creating in the arts is a life-long human endeavor and that the arts impact daily life as an expression of the human spirit;
- (2) Ability to experience other art forms and relate them to visual art as well as to disciplines outside the arts;
- (3) Ability to understand the various roles that artists have assumed throughout history as well as in contemporary life; and
- (4) Ability to identify a range of visual arts career options;

Standard: (e) In the area of pedagogy:

- (1) Ability to demonstrate a variety of developmentally appropriate techniques and processes as well as related materials and tools for art production;
- (2) Ability to model and communicate to students issues of safety and health associated with materials, tools, and procedures;
- (3) Ability to communicate characteristics of materials, tools, and procedures, and their standard use and maintenance;
- (4) Ability to guide student development in observing, imagining, visualizing, transforming, and synthesizing their thoughts and ideas into artworks;
- (5) Ability to guide students in selecting and applying subject matter, symbols, and ideas to express meaning in artwork; and
- (6) Ability to facilitate student discussions around artistic interpretation, aesthetic values, and informed judgment in the context of their own art-making and artwork, and the artwork of others;

Standard: (f) In the area of curriculum and assessment:

- (1) Ability to design and advocate for a comprehensive K-12 visual art program that:
 - a. Develops artistry and artistic skill sequentially over time;
 - b. Is consistent with RSA 193-C:3, III;
 - c. Includes learning materials appropriate to the diverse needs, interests, and capacities of all students;
 - d. Addresses opportunities available beyond the regular classroom;
 - e. Can be made available, through modification and accommodation, to all students; and
 - f. Embeds global art history into the art-making curriculum;
- (2) Ability to understand and use multiple formal and informal strategies specific to visual art to:
 - a. Continually assess individual and group learning through a variety of authentic assessment methods, including, but not limited to:
 1. Portfolio design; and
 2. Performance-based assessment; and
 - b. Communicate students' progress to students and parents; and
- (3) Ability to plan and implement lessons that connect thinking skills, concepts, and themes among the visual arts and an array of disciplines; and

Standard: (g) In the area of career development:

- (1) Ability to expose students to a variety of career options for the visual arts;
- (2) Ability to assist students in investigating career options in the visual arts; and
- (3) Skill in guiding students in the creation of their personal portfolios, when appropriate.

NATIONAL TEACHER PREPARATION PROGRAM STANDARDS:

USA-INTASC MODEL CORE TEACHING STANDARDS (2014)

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3. Learning Environment:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

FORMS / RESOURCES

Intent Form Dual Degree Application (components are in Taskstream®)	31-32
Essay	
Praxis Core/SAT Praxis Core Waiver	
Recommendations	
Early Fieldwork (contact list is in Taskstream®)	
Early Fieldwork Placement Contract	33-34
Log Sheet	35
Fieldwork Report (in Taskstream®, Resources, Early Fieldwork)	
Cooperating Teacher Evaluations	36-38
Faculty Rating of Disposition, Attitude, and Professionalism	39
Culminating Application (all forms and criteria below are available in Taskstream®)	40
Cooperating School Agreement Form (for both placements)	41-42
Statement of Purpose	
Complete Ed 612.01 Portfolio	
Artist Statement	
Educational Philosophy	
Praxis II	
Culminating Fieldwork Evaluation Form	43-49
Culminating Fieldwork Holistic Rubric	50-51
Acknowledgement Page	52
<i>To BE PRINTED, SIGNED, and Hand-delivered to the Art Education Office.</i>	

INTENT TO APPLY: MAAE DUAL DEGREE

Please note that there are many changes in the field of education, with added rigor and levels of accountability. Therefore, do not assume that the Post Bacc program is easier or takes less time. Both programs share many of the same objectives and expectations. However, there is a greater level of research involved with the grad program. Students in both programs will finish at the same time.

Name: _____

Address: _____

Email: _____ Cell/Phone: _____

Concentration: _____ Credits earned: _____

GPA: _____

SATs (if taken): Math _____ Reading: _____ Writing: _____

(You may attach your unofficial scores from your account at the College Board's web site.)

Did you complete your math course at NHIA: Yes No If yes, what was your grade: _____

Check the course: MAT103 Found. Quantitative Reasoning MAT110 Applied Quantitative

Other: _____

I _____ (name) am currently enrolled in the Post Baccalaureate K - 12 Art Educator Preparation Program. I have read through the Frequently Asked Questions for the BFA/MAAE Bridge program. (Please select your intention)

I intend to apply for the BFA/MAAE DUAL DEGREE certification program. I understand I must hand in a background check. I will be asked to complete a Dual Degree program application requiring passing Praxis Core scores, an in-progress portfolio (images uploaded to Task Stream of drawing and initial work from your major), a written statement, and references by April 1st. I understand my application cannot be processed unless I have completed everything listed above.

I will register to take the Praxis Core on (date) _____

Signature: _____ Date: _____

I understand that I **must reapply** for acceptance into culminating year (student teaching). Candidates are not guaranteed acceptance into culminating year. Please refer to the handbook regarding maintaining candidacy.

Signature: _____ Date: _____

Return Form to: Art Education Office, Sue Perry, Certification Officer, Room 104, 88 Lowell Street, Manchester, NH 03104

2015 PRAXIS GO TO [HTTP://WWW.ETS.ORG/PRAXIS](http://www.ets.org/praxis)

For more information on the Praxis Core or Praxis Art Content Knowledge (5134), please visit ets.org/praxis

TESTING SITES IN NH

Concord - 5148

Prometric Testing Center
2 Whitney Rd.
Suite 24
United States of America
03301
603-753-0061

Portsmouth - 4003

Prometric Testing Center
200 Griffin Road
#4
United States of America
03801-2862
603-433-6800

Praxis Core Series Test dates are open.
Call a testing site to see if there is availability.

All Praxis test scores must be sent to NHIA (3668). If the test was taken in NH, the scores will automatically be sent to the State Department of Ed. If the test is taken out of State, the scores must be sent to NHIA (3668) and the State of NH (7660) or else your certification will not be processed upon completion of the program.

NH PASSING SCORE			
To be Certified in	You need to take	Test score	Qualifying score
All Areas	Core Academic Skills for Educators: READING	5712	156
	AND ...		
	Core Academic Skills for Educators: WRITING	5722	162
	AND ...		
	Core Academic Skills for Educators: MATHEMATICS	5732	150
To be Certified in	You need to take	Test score	Qualifying score
Art	ART: Content Knowledge	5134	158

EARLY FIELDWORK PLACEMENT CONTRACT

K - 12 Art Educator Certification Program | New Hampshire Institute of Art

This form should be returned hand delivered by the art education student to Institute faculty by: _____

Course Number: AED _____	Semester: _____
Faculty Name: _____	Email: _____
Course Name: _____	Required Hours: _____
Student Name: _____	
Year: Fr So Ju Sn	Concentration: _____
Phone Number: _____	Email: _____

School Name: _____

Cooperating Teacher Name: _____

School Mailing Address: _____

Art Educator Email: _____ Phone: _____

Did you attend the requested school? Yes No

Do you have relatives that are students or employees in the requested school? Yes No

Have you worked in this school district? Yes No Explain: _____

Demographics: Urban Suburban Rural

The Institute requires candidates have diverse fieldwork experiences with peers, faculty, and K-12 learners of different backgrounds and in different settings. Your placements are tracked by the Art Education Director and your faculty.

GUIDELINES & CONTRACT FOR FIELD WORK IN ART EDUCATION

Fieldwork is a requirement for most Art Education courses at the New Hampshire Institute of Art. Each course will have a particular area of focus during fieldwork. The following is a list of student responsibilities for ALL independent assignments completed on site:

1. The student assumes the responsibility of properly representing the New Hampshire Institute of Art, the Art Education program and his or her instructor.
2. The student will arrive to his or her placement on time and properly prepared.
3. The student will dress professionally and follow all rules, including the dress code guidelines made by the school.
4. The student will log hours and have the log sheet signed by his or her mentor teacher upon completion of the course assignment.
5. The cooperating teacher will use this contract and the evaluation form to provide necessary opportunities for the student to demonstrate a level of skill and knowledge.

continued on next page

EARLY FIELDWORK PLACEMENT CONTRACT P.2

COURSE SPECIFIC RESPONSIBILITIES:

1. The placed student will complete _____ hours of on-site fieldwork scheduled on the following dates and times:

Additional time will be necessary for communicating with cooperating teachers. This does not count toward total hours.

2. In the event of extenuating circumstances, I have arranged the following contingency plan to make up any hours detailed above:

3. The placed student is expected to complete a minimum of the following while onsite:

- | | |
|--|--|
| <input type="checkbox"/> Observe in the classroom. | <input type="checkbox"/> Take photos of student work. |
| <input type="checkbox"/> Take photos of facilities. | <input type="checkbox"/> Assist the cooperating teacher with daily routines and tasks. |
| <input type="checkbox"/> Assist facilitating lessons in the classroom. | |
| <input type="checkbox"/> Facilitate #_____ of lessons. | |

The lessons may be modeled by the cooperating teacher then practiced by the student during a different section of the class. The lesson must meet that meets State of New Hampshire Frameworks.

- The student is expected to write #_____ lesson plans

The lessons observed and/or facilitated during the placement. Proper credit is given for the lesson. Will be mutually decided between the student and mentor teacher.

If the above box is checked, the placed student will provide a presentation of fieldwork experiences back on campus. This presentation will include:

- Copies of the lesson plan for everyone in the class.
- A visual documentation of the lesson.
- The original work (sample) created by the NHIA practicing teacher.
- Original or copies of student solutions.
- A completed self-evaluation.

SIGNATURE & PLACEMENT CONFIRMATION

I have read the above guidelines, understand my responsibilities and agree to the terms and conditions.

Candidate's Signature: _____

Date: _____

Cooperating Teacher Signature: _____

Date: _____

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October 2015

FIELDWORK LOG SHEET

Course: _____ Faculty Name and email: _____

Student Name: _____

Mentor Teacher: _____ Email: _____

School: _____ School Phone Number: _____

I attest that the above named student from the New Hampshire Institute of Art successfully completed _____ hours of field work. I will attach and email this completed log sheet and the completed evaluation of the candidate to (name of teacher and email address).

Mentor Teacher's Signature & Date: _____

Date	Descriptions by Student/ Comments by Mentor Teacher	Hours	Mentor initials

COOPERATING TEACHER EVALUATION FOR METHODS

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Professionalism: Paperwork/procedures	The candidate is not prepared, not reliable (e.g. does not arrive on time), and cannot assist the cooperating teacher to in his or her assessment (e.g. access it in Taskstream®). <i>All students are shown how to help cooperating teachers access their own evaluations in Taskstream®.</i>	The candidate requires oversight to be prepared and needs reminders to complete the early fieldwork log sheet or other expectations required of visitors to the school. The candidate is somewhat aware of his or her own evaluation requirements in Taskstream®.	The candidate exhibits competence in being prepared, arrives on time, and is mostly aware of his or her responsibilities. The candidate tries to help the cooperating teacher access his or her own evaluation in Task Stream and/or seek out help from Taskstream® Support.	The candidate exhibits excellence in being prepared, knowledgeable of all professional paperwork required for early fieldwork, is able to help the Cooperating Teacher to access his or her own evaluation, and is always reliable.	
Professionalism: Appearance and Approachability	The candidate is not concerned about his or her own appearance or approachability.	The candidate's appearance is acceptable but demonstrates the ability to engage when approached.	The candidate's appearance is acceptable. The candidate will approach and initiate appropriate conversation with students and will engage in conversation with other colleagues if approached.	In addition to 3, the candidate exhibits social confidence along with an awareness of the appropriate distance between themselves and the K-12 students. The candidate's appearance is professional for a college student visiting a school.	
Professionalism: Communication (email correspondence or sample work)	The candidate does not exhibit all of the communication skills necessary for an educator: Verbal communication is not clear, misunderstood, inappropriate, or makes others feel uncomfortable. Writing is not clear, does not conform to standard English, and does not proofread.	The candidate exhibits some but not all of the appropriate verbal and written communication skills. For example, the candidate's emails requires some extra attention to proofreading, syntax, and/or spelling but verbal and non-verbal are appropriate.	The candidate exhibits appropriate verbal, non-verbal and writing skills. The candidates individually ensures all written information is free from errors and is clear.	The candidate exhibits exceptional verbal, non-verbal and writing skills. The candidates initiates collaboration to gain feedback and improve upon these skills.	

COOPERATING TEACHER EVALUATION FOR METHODS

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
<p>Pedagogy: Lesson Planning</p> <p>The candidate should create and share a lesson plan with the Cooperating teacher: <i>If this was not possible for the placement, choose N/A.</i></p>	<p>The candidate is an observer of the classroom and does not engage in learning more about the lesson plan and assessment process.</p> <p>or</p> <p>The candidate does not provide a lesson plan even after planning to do so.</p>	<p>The candidate adapted/prepared a lesson plan that outlines unclear processes for someone else to read and follow.</p>	<p>The candidate adapted/prepared a lesson plan that clearly outlines processes for someone else to read and follow.</p> <p>The candidate has discussed the lesson in person or via email prior to presenting it to the K-12 students.</p>	<p>The candidate prepared an original lesson plan that added to the repertoire of lessons the cooperating teacher may use in the future.</p>	
<p>Pedagogy: Lesson Plan Implementation</p> <p>Using the lesson plan or observing the candidate facilitate a lesson modeled by the cooperating teacher.</p>	<p>At the end of the candidate's placement The student did not practice teaching a lesson. Candidates are made aware that they need to arrange a time to practice this skill with cooperating teachers for early fieldwork.</p>	<p>At the end of the candidate's placement there is some evidence of differentiation awareness.</p> <p>The candidate was not able to facilitate the lesson after mentoring best practices, however, the cooperating teacher feels the candidate would be successful with more practice.</p> <p>The candidate did not completely engage in answering questions but would assist a student if the student approached.</p>	<p>The candidate evidences all consistently:</p> <p>The candidate is able to facilitate all aspects of the lesson with oversight the and mentoring from the cooperating teacher.</p> <p>The candidate answered questions of students, and sought help when assistance was needed.</p>	<p>In addition, the candidate initiates collaboration with the cooperating teacher in order to improve upon lesson facilitation.</p> <p>In working with students, the candidate strives to help students think for themselves rather than supply all the answers.</p>	
<p>Pedagogy: Assessment</p>	<p>The candidate does not seem to be aware of 'checking for understanding' with students. There is no evidence of the awareness of formative assessment strategies demonstrated by the Cooperating Teacher.</p>	<p>The candidate expresses some level of assessment awareness, but does not engage in any formative practices (i.e. does not walk around the room) to check for attainment of daily or lesson objectives; or time is not spent refocusing on the objectives of the lesson if the candidate does visit with individual students.</p>	<p>The candidate expresses assessment awareness by asking questions and providing feedback to the cooperating teacher. The candidate is engaged to work individually with students and assesses attainment of objectives; Asks questions and for guidance from the cooperating teacher.</p>	<p>In addition, the candidate exhibits an eagerness to learn more about assessment practices of his or her cooperating teacher.</p> <p>The candidate makes a list of formative assessment strategies for their Fieldwork Report Form and future use.</p>	

COOPERATING TEACHER EVALUATION FOR METHODS

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Pedagogy: Classroom Community and Holism	The candidate does not demonstrate warmth or caring for students; does not ensure a mutually respectful environment.	The candidate demonstrates warmth and caring for students and requires some reminders to always ensure a mutually respectful environment. or The student spends too much time socialize with students rather than setting the tone working toward becoming a beginning teacher.	The candidate demonstrates warmth and caring for students and consistently ensures a mutually respectful environment while working toward becoming a beginning teacher.	In addition, the candidate will encourage students to engage in the respectful expectations and culture created by the cooperating teacher.	
Collaboration: Respect and appreciation for members of the community	Candidate does not speak respectfully of colleagues, college faculty, programs, students, etc.	This score is not an option for this criterion	Candidate speaks respectfully of colleagues, college faculty, programs, students, etc.	Candidate demonstrates considerable professionalism and value in speaking respectfully of colleagues, college faculty, programs, students, etc.	
Content Knowledge Knowledge, skill, and expertise as an artist and educator	The candidate does not evidence competency as an artist. The candidate is unaware of common vocabulary, Elements and Principles of Design, and/or studio safety. The candidate does not exhibit a love of the subject.	The candidate sporadically evidences competency as an artist and needs more time to learn more about materials, processes, vocabulary, and studio safety	The candidate evidences competency as an artist and is knowledgeable about materials, processes, vocabulary, and studio safety. Upon inquiry, the candidate exhibits a love of the subject.	In addition, the candidate exhibits an independent and unique voice. Creativity is evident. Candidate exhibits a love of the subject that is identified by the cooperating teacher without direct inquiry. Students voice an admiration for the candidate's skill as an artist or training at NHIA.	

FACULTY RATING OF DISPOSITION, ATTITUDE, AND PROFESSIONALISM

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
1. This student arrives on-time and ready to work:	Student timeliness and overall attendance is not reliable.	Student timeliness and overall attendance is erratic at times.	Student timeliness and overall attendance is consistent.	Student consistently arrives early and overall attendance is consistent.	
2. This student dresses appropriately and professionally:	Student consistently dresses inappropriately.	Exhibits appropriate dress occasionally.	Exhibits appropriate and professional attire.	Exhibits appropriate and professional attire that can enhance learning opportunities.	
3. This student listens to instructions:	Exhibits marginally.	Exhibits capability.	Exhibits consistently.	Uses listening to think critically and engage creatively.	
4. This student follows through with given tasks to their completion:	Work is/tasks are sometimes completed.	Work is/tasks are often completed.	Exhibits consistently.	Shares abilities to support with tasks of others.	
5. This student demonstrates initiative to contribute to the classroom:	Student contributes when asked to do so.	Exhibits occasionally.	Exhibits consistently.	Exhibits out side of the classroom.	
6. This student asks questions about or shares ideas for classroom work or student intervention:	Student asks questions when asked to do so.	Exhibits occasionally.	Exhibits consistently.	Exhibits outside of the classroom.	
7. This student interacts with students with kindness and compassion:	Student is introverted or socially inapproachable.	Exhibits occasional interactions that exhibit kindness.	Exhibits consistently.	Is able to influence such behavior in students.	
8. This student interacts with faculty and staff professionally and appropriately:	Exhibits if coached to do so.	Exhibits occasionally.	Exhibits consistently.	Exhibits inside and outside of the classroom.	
9. This student portrays a positive and can-do attitude with students:	Exhibits if coached or prompted to do so.	Exhibits occasionally.	Exhibits consistently.	Is able to influence a can-do attitude in student.	
10. This student portrays a positive and can-do attitude with education professionals:	Exhibits if coached or prompted to do so.	Exhibits occasionally.	Exhibits consistently.	Is able to influence can-do attitude in fellow educators.	

CULMINATING YEAR APPLICATION

STUDENT TEACHER INFORMATION	
Name:	
Address:	
Phone:	Email:
GPA:	Successfully completed Praxis Core Series tests? <input type="checkbox"/> Yes <input type="checkbox"/> No
Successfully completed Praxis II? <input type="checkbox"/> Yes <input type="checkbox"/> No	If no, then scheduled to complete:
Methods Practicum:	Student Teacher:

ELEMENTARY / MIDDLE SCHOOL	
School:	School:
Address:	Address:
Phone:	Phone:
Principal:	Principal:
Cooperating Teacher (CT):	Cooperating Teacher (CT):
CT's Email:	CT's Email:
Years Teaching: Prev CT? <input type="checkbox"/> Agreement Signed? <input type="checkbox"/>	Years Teaching: Prev CT? <input type="checkbox"/> Agreement Signed? <input type="checkbox"/>
Interview Date: Placement Date:	Interview Date: Placement Date:

SECONDARY SCHOOL	
School:	School:
Address:	Address:
Phone:	Phone:
Principal:	Principal:
Cooperating Teacher (CT):	Cooperating Teacher (CT):
CT's Email:	CT's Email:
Years Teaching: Prev CT? <input type="checkbox"/> Agreement Signed? <input type="checkbox"/>	Years Teaching: Prev CT? <input type="checkbox"/> Agreement Signed? <input type="checkbox"/>
Interview Date: Placement Date:	Interview Date: Placement Date:

I attest that everything written and attached in my culminating year application to be true and accurate.

_____ Date: _____

(Student Teacher Applicant)

THIS SECTION IS TO BE COMPLETED BY THE ART EDUCATION OFFICE:	
GPA verified:	Praxis I and II verified:
AED402 Evaluation:	AED403 Evaluation:
Enrolled / Faculty Evaluations:	
Comments:	

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CULMINATING FIELDWORK COOPERATING SCHOOL AGREEMENT FORM

(please complete one for each placement)

STUDENT TEACHER INFORMATION				
Name:				
Address:				
Phone:			Email:	
Check all that apply: <input type="checkbox"/> Methods Practicum <input type="checkbox"/> Student Teacher				
COOPERATING SCHOOL				
School Name:				
Address:				
Phone:				
Principal:				
Cooperating Teacher (CT):				
Years Teaching:	Prev CT?	<input type="text"/>	Agreement Signed?	<input type="text"/>
Interview Date:			Placement Date:	
Studio Art/Media courses taught at this school:				

By initialing the points below and signing this contract all parties agree to the following:

- ___ Student teacher placement within a contracted school requires the cooperating teacher to provide a professional apprenticeship requiring responsibilities beyond contractual agreements between the school and cooperating teacher.
- ___ Time will be allotted during the school day for mentoring and assessing the Student Teacher.
- ___ A minimum of three formal assessments are required by the Student Teacher, Cooperating Teacher, and Supervisor
- ___ This apprenticeship is mandated by the NH Department of Education.
- ___ I have received and read the attached governing rules related to Culminating Fieldwork Placements prior to signing this document.
- ___ I understand that video is a required component of all Educator Preparation Programs in New Hampshire. (TCAP) Video will never be made universally available on the internet and is password protected. Candidates will work with administration and the cooperating teacher to ensure that all parents are informed that the video is solely used for developing the candidate's performance and are provided a consent form.
- ___ All governing rules related to subject-specific educator requirements (ED612s for Visual Arts), general education (Ed 609s) and educator preparation (Ed610) program rules are listed at www.gencourt.state.nh.us/rules/state_agencies/ed600.html

_____ Date: _____
(NHIA Art Education Certification Officer)

_____ Date: _____
(Cooperating Teacher)

**I certify that the above named educator is qualified to mentor your Art Education candidate.*

_____ Date: _____
(Principal/Education Coordinator)

PLEASE MAKE A COPY OF THIS FORM FOR YOUR RECORDS and RETURN THE ORIGINAL, SIGNED PORTION OF THIS FORM TO:
Sue Perry, Faculty and Certification Officer, 88 Lowell Street, Manchester, NH 03104

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GOVERNING RULES FOR CULMINATING FIELDWORK PLACEMENTS P.2

Ed 610.03 Early Field-Based Experience. Source. *(See Revision Note at part heading for Ed 610) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #7923, eff 7-24-03*

- A. Each program of professional preparation shall require each candidate in a teacher preparatory program, before participating in a culminating field-based experience, to participate in an early field-based experience.
- B. An early field-based experience shall provide opportunities for observing, teaching, and engaging with school-age youth.

Ed 610.04 Admission to the Culminating Field-Based Experience. Source. *(See Revision Note at part heading for Ed 610) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #7923, eff 7-24-03*

Each program of professional preparation shall require that a candidate in a teacher preparatory program successfully complete early field-based experience before admission to the culminating field based experience.

Ed 610.05 Culminating Field-Based Experience. Source. *#7923, eff 7-24-03*

- A. Each program of professional preparation shall require that each candidate in a teacher preparatory program:
 - 1. Successfully complete a culminating field-based experience as an educator; and
 - 2. Participate in a culminating field-based experience for a minimum of one semester or its equivalent.
- B. During the culminating field-based experience, the candidate shall:
 - 1. Demonstrate the ability to perform competently each of the competencies described in Ed 610.02; and
 - 2. Engage in the full range of teaching activities, roles, and responsibilities encountered in the school setting.

Ed 610.06 Institutional Responsibilities. Source. *#7923, eff 7-24-03*

Each institution that offers a teacher preparatory program shall:

- A. Designate one or more faculty members to be responsible for coordinating and managing the program, including the orientation of cooperating teachers;
- B. Provide for the supervision of each candidate in a teacher preparatory program by one or more faculty members, which supervision shall include both direct observation and follow-up conferences;
- C. Provide cooperating teachers with information about the requirements of the institution relating to field-based experiences; and
- D. Provide a cooperating teacher with any information from a candidate's record that the institution believes would be helpful to the cooperating teacher in supervising the candidate's culminating field-based experience.

Ed 610.07 Cooperating Teacher. Source. *#7923, eff 7-24-03*

- A. Cooperating Teacher means a teacher who makes an agreement with an institution to supervise, in a classroom setting, one or more candidates in an early or culminating field-based experience.
- B. A Cooperating Teacher shall hold an experienced educator credential in:
 - 1. The subject area in which the teacher supervises a candidate in a teacher preparatory program, when the class is devoted to a particular subject area; or
 - 2. The level at which the teacher supervises the candidate, when the class is a grade-level class in which a variety of subjects is taught.

PLEASE MAKE A COPY OF THIS FORM FOR YOUR RECORDS

CULMINATING FIELDWORK EVALUATION FORM

Name of the school: _____

Grades/Subjects involved with this evaluation: _____

PROFESSIONALISM

1. Displays professional demeanor and conducts self professionally.

Does the candidate meet the following baseline standards for a beginning educator?

Is adequately prepared and organized with minimal reminders from the cooperating teacher or supervisor.
 No Developing Yes Exceeds

Is regularly punctual and dependable.
 No Developing Yes Exceeds

Is generally confident about teaching and engaged in his/her responsibilities.
 No Developing Yes Exceeds

2. Uses appropriate language, written, verbal and non-verbal.

Does the candidate meet the following baseline standards for a beginning educator?

Is aware of, and appropriately uses, verbal and nonverbal expressions to convey interest and respect for the audience.
 No Developing Yes Exceeds

Oral and written communications conform to standard English and are clear, accurate, and appropriate to respective audiences.
 No Developing Yes Exceeds

3. Adheres to school and district policies and procedures

Does the candidate meet the following baseline standards for a beginning educator?

Complies with school policies.
 No Developing Yes Exceeds

Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.
 No Developing Yes Exceeds

Seeks guidance from his/her supervising teacher or others knowledgeable about school and district policies and procedures when it is necessary to do so.
 No Developing Yes Exceeds

4. Assumes responsibility for own professional growth and development.

Does the candidate meet the following baseline standards for a beginning educator?

Seeks out and always accepts feedback and is able to get beyond the natural defensiveness of receiving feedback
 No Developing Yes Exceeds

Attempts to integrate feedback given into future actions to improve skills and capacities.
 No Developing Yes Exceeds

Is aware of his/her own need for continuous growth.
 No Developing Yes Exceeds

continued on next page

PROFESSIONALISM EVIDENCE

Check all sources of evidence consulted and used in arriving at the ratings above

- Lesson Plan & Assessment
- Cooperating Teacher Evaluation
- Supervisor Observation & Evaluation
- Conference with Cooperating Teacher
- Conference with Candidate
- Data gathered on student achievement (please attach to requirement)
- Student Work
- Video Recording
- Professional Portfolio
- Reflections/Seminar Assignments
- Other: _____

PEDAGOGY

1. Plans curriculum and instruction based on knowledge of students, subject matter, and curriculum

Does the candidate meet the following baseline standards for a beginning educator?

- In planning lessons, is generally able to integrate knowledge of students, subject matter, and curriculum goals.
- No Developing Yes Exceeds
- Meets NH State Frameworks for Visual Arts in lessons.
- No Developing Yes Exceeds
- Is able to motivate and engage students in learning.
- No Developing Yes Exceeds

2. Individualizes instruction based on the needs of diverse learners.

Does the candidate meet the following baseline standards for a beginning educator?

- Encourages students' persistence and satisfaction in their work.
- No Developing Yes Exceeds
- Has a reasonably good awareness and understanding of his/her students' needs and attempts to incorporate this knowledge in adapting instruction to meet those needs.
- No Developing Yes Exceeds
- Applies a growing understanding of how individual students learn the content and persists in assisting students who are having difficulty learning.
- No Developing Yes Exceeds
- Engages in the practice of differentiation expected of a beginning educator. Seeks to provide challenging and engaging learning experiences for individual learners.
- No Developing Yes Exceeds
- Is able to self-identify specific, student-centered examples where more development and practice is needed.
- No Developing Yes Exceeds
- Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention.
- No Developing Yes Exceeds

continued on next page

3. Uses repertoire of effective teaching strategies appropriate to the learner(s), content, and learning objectives.

Does the candidate meet the following baseline standards for a beginning educator?

Uses a variety of teaching strategies.

No Developing Yes Exceeds

Is able to refocus students to the objective(s) of the lesson throughout the class.

No Developing Yes Exceeds

Encourages openness, tolerance, respect, caring, collaboration, and self-motivation

No Developing Yes Exceeds

4. Promotes students' active engagement in learning.

Does the candidate meet the following baseline standards for a beginning educator?

Shows and promotes enthusiasm when engaging students in learning with appropriate activities, materials, and delivery of content.

No Developing Yes Exceeds

Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with content, materials and classmates.

No Developing Yes Exceeds

PEDAGOGY - INDIVIDUALIZATION & INSTRUCTION EVIDENCE

Check all sources of evidence consulted and used in arriving at the ratings above

- Lesson Plan & Assessment
- Cooperating Teacher Observation & Evaluation
- Supervisor Observation & Evaluation
- Conference with Cooperating Teacher
- Conference with Candidate
- Data gathered on student achievement (please attach to requirement)
- Student Work
- Video Recording
- Professional Portfolio
- Reflections/Seminar Assignments
- Other: _____

5. Uses a variety of formative and summative assessment strategies to inform instruction.

Does the candidate meet the following baseline standards for a beginning educator?

Prepares lessons and activities that include plans for assessing student learning.

No Developing Yes Exceeds

Uses a combination of informal and formal assessment strategies.

No Developing Yes Exceeds

Connects assessment to instruction, competencies, and/or learning goals.

No Developing Yes Exceeds

Gives students a general awareness of final expectations.

No Developing Yes Exceeds

Verbal and written feedback is timely, meaningful, and encourages student learning.

No Developing Yes Exceeds

continued on next page

PEDAGOGY - ASSESSMENT EVIDENCE

Check all sources of evidence consulted and used in arriving at the ratings above

- Lesson Plan & Assessment
- Cooperating Teacher Observation & Evaluation
- Supervisor Observation & Evaluation
- Conference with Cooperating Teacher
- Conference with Candidate
- Data gathered on student achievement (please attach to requirement)
- Student Work
- Video Recording
- Professional Portfolio
- Reflections/Seminar Assignments
- Other: _____

6. Appropriately and effectively uses tools (technology and equipment) to support teaching and learning in a 21st century art classroom.

Does the candidate meet the following baseline standards for a beginning educator?

Appropriately uses tools to enhance students' learning.

- No Developing Yes Exceeds

Assists students in using tools effectively and appropriately.

- No Developing Yes Exceeds

Uses technology to manage professional data.

- No Developing Yes Exceeds

7. Creates a classroom community that fosters students' intellectual, social, and personal development.

Does the candidate meet the following baseline standards for a beginning educator?

Demonstrates genuine warmth and caring for students.

- No Developing Yes Exceeds

Creates a safe learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability.

- No Developing Yes Exceeds

Is aware of and generally responds positively to student interests, questions, or concerns.

- No Developing Yes Exceeds

Displays interest and enthusiasm in the content and is able to explain in simple terms how the content is relevant to students' lives.

- No Developing Yes Exceeds

8. Uses instructional time effectively.

Does the candidate meet the following baseline standards for a beginning educator?

Proactively establishes and follows routines that are designed to support student learning. (expectations are clear)

- No Developing Yes Exceeds

His/her pacing is suitable for most students. Candidate can identify situations where s/he may need further refinement to reach all students.

- No Developing Yes Exceeds

Is able to facilitate to the entire class but may occasionally be required to clarify instruction to individual students.

- No Developing Yes Exceeds

continued on next page

Flow of learning is sequential.
 No Developing Yes Exceeds

9. Uses classroom management and discipline strategies to create a safe environment, conducive to learning

Does the candidate meet the following baseline standards for a beginning educator?

Establishes a positive classroom culture for learning and sets high expectations for student learning.
 No Developing Yes Exceeds

Manages group and transition times effectively to maximize use of instructional time.
 No Developing Yes Exceeds

Displays confidence in his/her classroom management to the extent that students display respect and pro-social behaviors.
 No Developing Yes Exceeds

Is sensitive to the needs of individual students and attempts to modify management techniques with these individual differences in mind.
 No Developing Yes Exceeds

Holds students accountable and follows through on outcomes when students fail to meet discipline expectations.
 No Developing Yes Exceeds

Uses fair classroom management techniques and modifies such techniques until they are effective.
 No Developing Yes Exceeds

PEDAGOGY - CLASSROOM CULTURE & MANAGEMENT EVIDENCE

Check all sources of evidence consulted and used in arriving at the ratings above

- Lesson Plan & Assessment
- Cooperating Teacher Observation & Evaluation
- Supervisor Observation & Evaluation
- Conference with Cooperating Teacher
- Conference with Candidate
- Data gathered on student achievement (please attach to requirement)
- Student Work
- Video Recording
- Professional Portfolio
- Reflections/Seminar Assignments
- Other: _____

COLLABORATION

1. Values being a part of a school community of professionals and establishes collaborative relationships.

Does the candidate meet the following baseline standards for a beginning educator?

Responds positively and cordially to school colleagues and will take the initiative to meet and get to know them.
 No Developing Yes Exceeds

Actively and productively participates in school and district projects.
 No Developing Yes Exceeds

Shares lessons & assessments with colleagues.
 No Developing Yes Exceeds

Willing to consider the role he/she can play to address issues.
 No Developing Yes Exceeds

continued on next page

2. Participates in department, school, and community activities.

Does the candidate meet the following baseline standards for a beginning educator?

Demonstrates a philosophy that engaging in communication with members of the community, including parents, is an important element of maintaining successful public art education program.

No Developing Yes Exceeds

Is able to articulate how engaging in the community outside of regularly scheduled classes supports student learning.

No Developing Yes Exceeds

3. Demonstrates respect for colleagues, students, and students' families.

Does the candidate meet the following baseline standards for a beginning educator?

Recognizes and can articulate why positive relationships between families and schools help to support students' learning and makes attempts to learn more about students' families.

No Developing Yes Exceeds

Interacts professionally with community members and speaks respectfully about families to students, colleagues, and supervisor.

No Developing Yes Exceeds

COLLABORATION EVIDENCE

Check all sources of evidence consulted and used in arriving at the ratings above

- Lesson Plan & Assessment
- Cooperating Teacher Observation & Evaluation
- Supervisor Observation & Evaluation
- Conference with Cooperating Teacher
- Conference with Candidate
- Data gathered on student achievement (please attach to requirement)
- Student Work
- Video Recording
- Professional Portfolio
- Reflections/Seminar Assignments
- Other: _____

CONTENT KNOWLEDGE

1. The practitioner is knowledgeable and skilled in the studio subjects taught.

Does the candidate meet the following baseline standards for a beginning educator?

Is able to demonstrate techniques and processes using a variety of art media.

No Developing Yes Exceeds

Is thoughtful and competent at displaying and hanging student art work.

No Developing Yes Exceeds

Applies personal iconography and/or "voice" using different media and forms of expression outside of his or her chosen concentration demonstrating confidence and competency in teaching a variety of media.

No Developing Yes Exceeds

Practices and teaches material safety, organization, and management in the classroom.

No Developing Yes Exceeds

Is able to motivate students through his or her own passion for the subject.

No Developing Yes Exceeds

continued on next page

2. The practitioner designs lessons that meet National Core Arts standards for the visual arts.

Does the candidate meet the following baseline standards for a beginning educator?

Facilitates CREATING requiring students to: Generate and conceptualize artistic ideas and work.

No Developing Yes Exceeds

Facilitates CREATING process by requiring students to: Organize and develop artistic work.

No Developing Yes Exceeds

Facilitates CREATING process by requiring students to: Refine and complete artistic work.

No Developing Yes Exceeds

Facilitates the PRESENTING process by requiring students to: select, analyze, and interpret artistic work.

No Developing Yes Exceeds

Facilitates the PRESENTING process by requiring students to: develop and refine artistic processes for presenting work.

No Developing Yes Exceeds

Facilitates the PRESENTING process by requiring students to: convey meaning through artistic work.

No Developing Yes Exceeds

Facilitates the RESPONDING process by requiring students to: perceive and analyze artistic work.

No Developing Yes Exceeds

Facilitates the RESPONDING process by requiring students to: interpret meaning in artistic work.

No Developing Yes Exceeds

Facilitates the RESPONDING process by requiring students to: apply criteria to evaluate work.

No Developing Yes Exceeds

Facilitates the CONNECTING process by requiring students to: relate knowledge and personal experiences to make art.

No Developing Yes Exceeds

Facilitates the CONNECTING process by requiring students to: relate artistic ideas to societal, cultural, and historical contexts to deepen understanding.

No Developing Yes Exceeds

CONTENT KNOWLEDGE EVIDENCE

Check all sources of evidence consulted and used in arriving at the ratings above

- Lesson Plan & Assessment
- Cooperating Teacher Observation & Evaluation
- Supervisor Observation & Evaluation
- Conference with Cooperating Teacher
- Conference with Candidate
- Data gathered on student achievement (please attach to requirement)
- Student Work
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- Professional Portfolio
- Reflections/Seminar Assignments

CULMINATING FIELDWORK HOLISTIC RUBRIC FOR EVALUATION FORM

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
<p>Professionalism: Form #s 1 - 4</p> <p>Score professional criteria based upon ratings on the evaluation form</p>	<p>*Evaluation of Professionalism is ranked at all or mostly "1s."</p> <p>*At this stage of the placement, the candidate's actions suggest unawareness of most if not all of the professionalism requirements yet, the candidate has been made aware of, given suggestions for and reminded of professionalism requirements more than once.</p> <p>Unmet requirements from the form, as well as suggestions, must be listed in comments.</p>	<p>*Evaluation of Professionalism is ranked at "2s" with the potential of some higher scores.</p> <p>*There are no scores of "1."</p> <p>*At this stage of the placement, the candidate has not had opportunity to learn nor practice some or all of these requirements.</p> <p>Unmet requirements from the form, suggestions, as well as noteworthy commendations must be listed in comments.</p>	<p>*Evaluation of Professionalism is ranked at "3s" with the potential of a few "4s."</p> <p>*There are no scores of "2."</p> <p>*The candidate demonstrates professional competencies for a BEGINNING level educator.</p> <p>Suggestions, as well as noteworthy commendations should be detailed in comments.</p>	<p>* Evaluation of Professionalism on the eval form is ranked with more than three "4s"</p> <p>* The candidate exhibits excellence BEYOND expectations of a BEGINNING Educator in being prepared, maintaining adequate records, and is always reliable.</p> <p><i>(student assignments, grades, student progress are updated daily; lesson plans and assessments are prepared on time; a system of record keeping for or seeking scaffolding for IEPs and communication notes with parents & students is evident and updated regularly)</i></p>	
<p>Pedagogy: Form #s 1 - 9</p> <p>Score pedagogical criteria based upon ratings on the evaluation form</p>	<p>*Evaluation of Pedagogy is ranked at all or mostly "1s."</p> <p>*At this stage of the placement, the candidate's actions suggest unawareness of most if not all of the pedagogy requirements and should. The candidate has been made aware of, given suggestions for and reminded of requirements more than once.</p>	<p>*Evaluation of Pedagogy is ranked at all or mostly "2s" with the potential of some higher scores.</p> <p>*There are no scores of "1."</p> <p>*At this stage of the placement, the candidate has not had opportunity to learn nor practice some or all of these requirements.</p> <p>Unmet requirements from the form, suggestions, as well as noteworthy commendations must be listed in comments.</p>	<p>*Evaluation of Pedagogy is ranked at "3s" with the potential of some "4s."</p> <p>*There are no scores of "2."</p> <p>*The candidate demonstrates pedagogical competencies for a BEGINNING level educator.</p> <p>Suggestions, as well as noteworthy commendations should be detailed in comments.</p>	<p>* Evaluation of Professionalism on the eval form is ranked with more than five "4s."</p> <p>The candidate prepare lessons that specify standards and curriculum, and integrates.</p> <p>* The candidate exhibits excellence BEYOND expectations of a Beginning Educator.</p> <p><i>Individual interests of students in lesson planning evidenced in the lesson/ unit acquisitions/ objectives. Assessment is fluid throughout lessons and units. Students are empowered to facilitate themselves with higher order thinking skills.</i></p>	

CULMINATING FIELDWORK HOLISTIC RUBRIC FOR EVALUATION FORM

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
<p>#1 Collaboration: Form #s 1 - 3</p> <p>Score Collaboration criteria based upon ratings on the evaluation form</p>	<p>*Evaluation of Collaboration is ranked at all or mostly "1s."</p> <p>*At this stage of the placement, the candidate's actions suggest unawareness of most if not all of the collaboration requirements and should. The candidate has been made aware, given suggestions and reminded more than once.</p>	<p>*Evaluation of Collaboration is ranked at all or mostly "2s" with the potential of some higher scores.</p> <p>*There are no scores of "1."</p> <p>*At this stage of the placement, the candidate has not had opportunity to learn nor practice some or all of these requirements</p> <p>Unmet requirements from the form, suggestions, as well as noteworthy commendations must be listed in comments</p>	<p>*Evaluation of Collaboration is ranked at "3s" with the potential of some "4s."</p> <p>*There are no scores of "2."</p> <p>*The candidate demonstrates collaboration competencies for a BEGINNING level educator. When opportunities for collaboration are available, candidate participates.</p> <p>Suggestions, as well as noteworthy commendations should be detailed in comments.</p>	<p>* Evaluation of Collaboration on the eval form is ranked with more than three "4s."</p> <p>*The candidate exhibits excellence BEYOND expectations of a Beginning Educator.</p> <p><i>Candidate will seek out & initiate the process of collaborative opportunities with students, parents and colleagues.</i></p>	
<p>#4 Content Knowledge Form #s 1 - 2</p> <p>Score Content Knowledge criteria based upon ratings on the evaluation form</p>	<p>*Evaluation of Content Knowledge is ranked at all or mostly "1s."</p> <p>*At this stage of the placement, the candidate's actions suggest unawareness of most if not all of the content knowledge requirements and should. The candidate has been made aware and reminded more than once.</p>	<p>*Evaluation of Content Knowledge is ranked at all or mostly "2s" with the potential of some higher scores.</p> <p>*There are no scores of "1."</p> <p>*At this stage of the placement, the candidate has not had opportunity to learn nor practice some or all of these requirements</p> <p>Unmet requirements from the form, suggestions, as well as noteworthy commendations must be listed in comments.</p>	<p>*Evaluation of Content Knowledge is ranked at "3s" with the potential of some "4s."</p> <p>*There are no scores of "2."</p> <p>*The candidate demonstrates content knowledge competencies for a BEGINNING level educator. The candidate shares content knowledge at an age appropriate level.</p> <p>Suggestions, as well as noteworthy commendations should be detailed in comments.</p>	<p>* Evaluation of Content Knowledge on the eval form is ranked with more than five "4s."</p> <p>* Candidate fosters all four stages of the creative process as detailed in National Core Art Standards BEYOND expectations for a Beginning Educator.</p> <p><i>Candidate holistically values and incorporates all four stages of the creative process in fine art facilitation.</i></p>	

ACKNOWLEDGMENT PAGE

print, sign and hand deliver to the art ed. office

I, _____
(print full name)

- Accept admission into the Art Educator Preparation Program at the New Hampshire Institute of Art and have read and understand my responsibilities as outlined in the MAAE Certification Handbook.
- Decline acceptance into the Art Educator Preparation program.

Signed: _____

Date: / / _____